DOCUMENT RESUME

ED 181 038 TM 009 914

TITLE	Idaho Proficiency Testing Program: District Coordinator's Manual.
INSTITUTION	Idaho State Board of Education, Boise.
PUB DATE	[77]
NOTE	36p.; For related documents, see TM 009 915-916
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Basic Skills; Criterion Referenced Tests; *Educational Objectives; Grade 9; Graduation Requirements; Guidelines; Manuals; *Minimum Competency Testing; *Program Administration; Secondary Education; *State Programs; *Student Testing; Testing Programs
IDENTIFIERS	*Idaho; Test Manuals

ABSTRACT

Implementation of the Proficiency Testing Program, adopted by the Idaho State Board of Education, is explained in the districts coordinator's manual. The tests are described as administered on a district optional basis to ninth grade students in the basic skills areas of reading, writing, spelling, and mathematics. Criterion referenced tests are based on objectives written by a task force and reviewed by educators, parents, and the general public. The reading, mathematics, and spelling tests are objective multiple choice and the test is comprised of a writing sample to be graded by trained readers. Students who fail are allowed to retake the applicable test sections at designated times. The following information is contained in the manual: description of tests; roles and responsibilities; district coordinator's checklist; general test administration information; students to be tested; test schedules; absences or invalidations; make-up testing; test procedures; materials needed for testing; returning materials for scoring; scoring; test results; school record-keeping; test security; and test follow-up. The basic proficiencies and skills to be tested are appended. (MH)

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PROFICIENCY TESTING

PROGRAM

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DISTRICT COORDINATOR'S MANUAL

PROFICIENCY TESTING IN THE PUBLIC SCHOOLS - DISTRICT OPTIONAL BASIS

Approved by the Idaho State Board of Education - February 3, 1977

A statewide program of proficiency testing for qualification to graduate from the 12th grade may be instituted by any school district in Idaho. Proficiency testing shall include tests in the following areas: reading, writing, arithmetic and spelling. These tests shall be developed, distributed and supervised by the Idaho State Department of Education.

If a district chooses to utilize the proficiency test program, the district shall use the tests that are developed and administered through the Idaho State Department of Education. The scoring of the tests shall be conducted through the State Department of Education with the costs of scoring being borne by the local school district. When a school district adopts the proficiency test program, the tests shall be required of students and administered in the fall and spring of each year as established by the State Department of Education, beginning with grade 9. A student will continue to take only those portions of the test which he or she fails.

Those students who fail to obtain satisfactory scores shall be provided remedial and/or tutorial services during the regular school day in the subject areas in which the test indicates a deficiency exists. The individual students shall be provided the necessary services by the local school district from the time of the initial testing until such time as the results of the proficiency tests are deemed satisfactory.

Parents of students shall be provided all proficiency test scores for their student following the administering of the test.

Students who pass the proficiency tests shall be so recognized by the placing of a State Board of Education Seal on the students' diplomas. The state seal will be available to the graduating class of 1982 for those districts that enter the proficiency testing program in the fall of 1978. However, no student will be denied a certificate of attendance or diploma for failure to pass all parts of the test.

DISTRICT COORDINATOR'S MANUAL

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Description of Tests

The Idaho State Board of Education adopted a Proficiency Testing Program for Idaho public schools at its February 1977 meeting. The tests are available on a district optional basis.

The tests cover the basic skills in the areas of reading, writing, spelling and mathematics. The intent of the test is to assess student competency in the basic skill areas and to identify any areas of weakness or deficiency that should be remediated prior to the student's graduation.

The State Department of Education has developed objective referenced tests in each of these four areas. The tests are based on objectives written by a task force of educators and reviewed by groups of educators, parents and the general public. (The skills to be tested in each area are in Appendix A.)

The reading, spelling, and mathematics tests are objective multiple choice tests which will be machine scored. The writing test will be a writing sample provided by the student in response to a specific topic. These will be graded by a team of trained readers.

Roles and Responsibilities

The State Department of Education is responsible for overall administration of the testing program, including the following specific responsibilities:

a. Developing at least two forms of the test and revising tests as required;

b. Providing test booklets and answer sheets to local school districts;

c. Providing periodic workshops for district personnel and information regarding test procedures, test administration and student remediation;

d. Maintaining an accurate test inventory and provide for test security;

e. Coordinating test scoring;

f. Providing state seals for diploma;

g. Evaluating the testing program.

The school district will be responsible for:

a. Overseeing the total testing program in each school;

b. Providing students' test scores to parents following the administration of the test;

c. Organizing and providing follow-up remedial help to correct student deficiencies as indicated by the testing program;

d. Establishing and maintaining school and student test records;

e. Placing state seals on the diplomas of those students who have passed all four sections of the test;

f. Arranging payment to SEPARS for scoring the tests.

The school district should appoint a member of its staff to serve as district coordinator. This person will become the State Department of Education's contact for all Proficiency Testing activities. The district coordinator's responsibilities fall into the following categories:

a) making arrangements for testing

b) handling testing materials

c) training test administrators

District Coordinator's Checklist

The specific tasks to be handled by the district coordinator are:

_____ Attend regional workshop;

_____ Notify students and parents of upcoming test;
(See sample letter - Appendix B)

_____ Arrange for school coordinators (if applicable) and/or test administrators;

_____ Coordinate scheduling of testing dates;

_____ Train test administrators;

_____ Order testing materials from the State Department of Education;

_____ Receive materials from the State Department of Education;

_____ Check shipment of test materials against packing slips;

_____ Notify the State Department of Education of any discrepancies;

_____ Three days prior to testing, send materials to schools;
(Use materials control form -- Appendix E)

_____ Fill all shortages reported by school coordinators;

_____ Prepare student rosters for test administrators;
(Sample form - Appendix C)

_____ Monitor testing activities;

_____ Schedule and supervise make-up testing;

_____ Check to see that each school's materials are returned.
(Use materials control form -- Appendix E)

_____ Return used tests, answer sheets, comment sheets, and test administration manuals to the State Department of Education via United Parcel Service;

_____ Fill in and mail the District Report;

_____ Receive and dispose of test results;

_____ Coordinate the reporting of test results.

General Test Administration Information

The most important responsibility in preparing the students for testing is to provide a positive and supportive atmosphere so that student tension is prevented.

The students should be informed in advance that they are scheduled to take tests for which there is no need for special preparation. They should be told that they will be tested on skills they use every day in and out of school. It is important that both students and the examiner know what the purpose of the testing is.

The testing should be planned so that each student has the greatest likelihood of performing to his or her maximum ability. The following suggestions should aid such planning:

1) Give the students ample explanation of the type of test they are taking and the importance of their performance.

2) Make sure students know that the scores will be used to certify achievement of basic skills. Scores on tests will be returned to the student, their parents and the school. Failure to pass any of the tests will result in the student taking the failed portion again at the next testing.

3) Administer the tests in groups no larger than 30 persons. Testing should be conducted in a room that provides each student with adequate work space. Avoid administering the tests to large groups of students in a gymnasium, auditorium, or cafeteria.

4) Seat students in such a way that they will not be tempted to look at the answers of others.

5) Eliminate all possible distractions, such as bells or announcements. Use a "Do Not Disturb" sign on the door of the testing room to eliminate interruptions.

In addition to the above considerations, test administrators should:

1) Become familiar with the test prior to testing and the directions for completing student identifying data, marking answer sheets, and administering the tests.

2) Have all materials assembled for quick distribution.

3) Set up an atmosphere in the classroom for the most effective testing, free of tension and concern.

4) Follow instructions in the Test Administration Manual precisely, reading verbatim those sections preceded by "SAY".

5) Make sure that students know what they are to do, allowing time for questions before giving the signal to begin.

6) Limit assistance to students to the mechanical aspects of marking answers, clarifying directions, and finding the right place on answer sheets or in test books; guard against indicating a correct answer or pointing out the rationale of an item.

7) Monitor the students to ascertain that each student is marking his or her answers correctly, is marking only one response for each item, and is erasing discarded responses completely.

Students To Be Tested

All ninth grade students residing in school districts participating in the proficiency testing program are eligible to take the Idaho Proficiency Test. A student who does not perform satisfactorily on the first test may retake those sections of the test which he or she failed at any designated testing time during the remainder of that student's high school years.

Special education students may take the test, and are to be provided remediation for deficiencies similar to that of other students to meet minimal proficiency standards. The school district child study team responsible for the development of the exceptional student's Individual Education Program should determine the appropriateness of the student's participation in the Proficiency Testing Program. This determination by the child study team insures the written consent of parents and/or the child (if over age 18) for student participation in the Proficiency Testing Program. Goals in the student's individual educational program should reflect appropriate preparation or remediation for successful participation in the testing program.

Special copies of the tests will be made available to students with severe handicaps such as blindness or deafness. The school will arrange to administer the tests in a proper atmosphere using appropriate personnel.

When an exceptional handicapping situation exists, the principal may request a waiver from the State Department of Education, citing the reasons that warrant the request. If a waiver is granted to a student, a state seal will be provided on his or her diploma, but the waiver of the test will be recorded on the student's school transcript.

The district has the option to exempt students from participation for the following reasons:

a) exceptional student with physical, emotional or mental problems.

b) cannot read or speak English.

c) temporary physical or emotional problems.

Districts should keep track of those students who have been exempted. A sample form is provided to help facilitate this record-keeping (Appendix D).

The Attendance Roster and Record of Exemptions will provide the district a record of students not being tested. These forms are for district use only.

A student transferring from a school district which participates in the testing program to one which does not will be offered an opportunity to have the state seal placed on his or her diploma, providing the student has passed all parts of the test. Testing of a transfer student moving into a non-participating district may be done in an adjoining participating district, or under special conditions in the student's non-participating district. If remedial help is required in one or more areas, the home district is responsible for providing that remediation.

A student moving into a participating district from one that has not participated in the testing program shall be given the opportunity to take the test at the next scheduled testing date. Remedial help shall be provided as indicated by test results.

Test Schedule

Spring testing will be scheduled for the first two weeks in April and Fall testing for the last two weeks in October. Testing is to be conducted on two consecutive mornings within the scheduled two-week period. Testing will require approximately 2 - 2 1/2 hours per day for 2 days; one day for the mathematics test and a second day for the language arts test.

The tests are untimed so that all students will be able to attempt every item. Since students of varying abilities are being tested together, testing should not be prolonged unduly for one exceptionally slow child.

The writing test should be limited to approximately 40 minutes. After 30 minutes on the writing, students should be warned to begin winding up their assignment. When 40 minutes is up, have them finish up immediately and go on to the next section of the test--reading.

ESTIMATED TIME LIMITS

Mathematics -- First Day

Preparation	15 minutes
Instruction	5 minutes
Math Test	120 minutes
Collecting Materials	5 minutes
Stretch Break	5 minutes
TOTAL TIME	150 minutes

ESTIMATED TIME LIMITS

Language Arts -- Second Day

Preparation Activity	10 minutes
Instructions for Writing Essay	10 minutes
Language Arts (Writing, Reading, Spelling)	110 minutes
Collecting Materials	5 minutes
Filling out Comment Sheets	10 minutes
Stretch Break	5 minutes
TOTAL TIME	150 minutes

Absences or Invalidations

Test administrators will receive a roster of students (see Student Attendance Roster - Appendix C) listing students who will be in their group. If a student is absent for either day of the testing, check under the section labelled "absences" in the appropriate column. If a student should become ill, extremely upset, be called away, or have some other special problem during the administration of the test (including cheating), that should be designated by a check in the section labelled "invalidations" in the appropriate column.

Make-Up Testing

Students who are absent will be reported to the district coordinator. Make-up testing will be scheduled by the coordinator for those students who missed sections of the test. Make-up days should be scheduled for the two days immediately following the regular testing. The district coordinator will appoint an administrator for the make-up session. The same procedures and time limits used for regular testing should be followed in make-up sessions.

Test Procedures

All ninth graders will be assembled into classrooms for a period of 2 1/2 hours on two consecutive mornings. Teachers will act as test administrators. The district coordinator should meet with the teachers who will be administering the tests before the testing days to go over all instructions and test administration procedures.

Four forms of the test will be given:

Form 1

Form 2

Form 3

Form 4

All four forms will be given in each classroom simultaneously. Forms are to be stacked 1,2,3,4,1,2,3,4. After students are seated, the teacher begins at the top of the stack and gives each student one test booklet. Students have no choice about which form they do. This is to randomly assign students to forms and ensure that an equal number of students in each school (and the state) take each form.

Test administration procedures are designed to allow all students sufficient time to attempt all items while still maintaining test security.

During testing, there will be brief stand-up and stretch breaks every hour. (No talking.) Students who need to go to the restroom or get a drink of water may be excused one at a time, leaving test booklet and answer sheet face down on the desk. Provision must be made for students who finish early. They may be allowed to read a library book but should not do any writing or be allowed to disturb any students who are still taking the test.

Students should understand what they are to do in each section and how they are to record their answers. Be sure that they do not receive any help in answering questions. To standardize the test, all instructions for test questions must be verbatim. Also, tests must be administered in the order they appear in the booklets.

All test booklets must be turned in and accounted for before students are dismissed. All answer sheets, written essays, and scratch paper must also be turned in.

At the end of the testing time, or when all the students have finished the test, some teachers and students will be asked to complete short questionnaires about the test.

Materials Needed for Testing

Furnished by State Department of Education:
- Test booklets
- NCS answer sheets
- Writing assignments
- Test administration manuals
- Teacher and student comment sheets

Furnished by school district:
- No. 2 pencils
- List of students to be tested (by classroom administrator)
- List of students who qualify as migrants
- Clock or watch for each classroom
- 1 set of dictionaries for each classroom
- District and building numbers

For each student:

1 test booklet
1 answer sheet
1 No. 2 pencil
Scratch paper
1 Writing Assignment Sheet (Second day only)

For the test administrator

1 test administration manual
Extra pencils
Extra scratch paper
1 watch or clock
1 "Do Not Disturb" sign for the door
1 set of dictionaries
1 Student Roster

INFORMATION ON BOARD

Have the following information displayed in testing area.

DISTRICT NO. _____ BLDG. NO. _____

Returning Materials for Scoring

Immediately upon completion of testing, you should:

1) Check to see that all materials have been returned to you.

2) Obtain and keep the Attendance Roster and Record of Exemptions.

3) Complete District Report.

4) Package materials so that test administration manuals, test booklets, answer sheets and comment sheets are bundled separately. (Answer sheets should be bundled by school, but do not need to be in alphabetical order.)

5) Use boxes that materials were shipped in to return the materials. Check and make sure every box has a return label.

6) Return materials by United Parcel Service to the State Department of Education for scoring.

ALL MATERIALS MUST BE RETURNED ON OR BY FRIDAY OF THE TESTING WEEK. THIS IS CRITICAL IN ORDER TO MEET THE FOUR-WEEK TURNAROUND TIME FOR SCORING. HAND SCORING OF THE WRITING IS SCHEDULED FOR THE WEEK FOLLOWING TESTING SO ALL ANSWER SHEETS MUST BE RETURNED IMMEDIATELY TO BE INCLUDED IN THE WRITING ASSESSMENT.

Scoring

The answer sheets for students will be returned to the State Department of Education for editing and routing. SEPARS will conduct all scoring. Districts will be billed by SEPARS at the rate of $.75 per student. Payment for scoring will be made by the district directly to SEPARS.

Test Results

The State Department of Education will provide local districts with individual printouts on all students in triplicate. The district will provide test scores to parents and students, and will retain a comprehensive copy for development of curricula and remedial programs for students. Reporting will be done by objectives. Passing scores will be established by the State Department of Education based on a percentage of total items correct.

Districts will also receive a report for each school, the district and the state. (Sample forms appear in Appendix F)

Test results on a statewide basis will be given to the news media annually in the spring by the State Department of Education. Scores of individual students, schools or school districts will not be released by the State Department of Education.

School Record-Keeping

The local school district is responsible for developing and maintaining a record-keeping system that provides:

a. An accurate record of student performance on each section of the test;

b. Transfer of the test records if the student enrolls in another school or school district.

To aid the record-keeping process, gummed labels will be provided which have a summary of the student's performance on each of the four tests.

Test Security

Tests will be shipped to schools after the State Department of Education receives a request from the district coordinator. Test packages will require a signed receipt from the coordinator.

The State Department of Education and each participating school is responsible for maintaining strict test security. Tests are to be kept in locked storage with access only by the district coordinator and designated test administrators.

Test Follow-Up

It is anticipated that test results will be made available to school districts within four weeks following receipt of the test answer sheets by the State Department of Education. Upon return of test results, the local school district should be prepared to begin a remedial-tutorial program to help students with weaknesses identified by the test.

A student who fails one or more sections of the test must successfully retake the section(s) he or she failed during a subsequent testing period in order to receive the state seal on his or her diploma. It is incumbent upon the school district to provide the help students need to ensure they have attained minimum competencies.

APPENDIX A

BASIC PROFICIENCIES IN READING

Comprehension Skills

The student should be able to:

1. follow a set of stated directions
2. locate relevant information by selecting facts/details
3. use context to determine word meaning
4. identify sequence of events
5. perceive cause/effect relationships
6. distinguish between fact and opinion
7. make inferences and draw conclusions
8. use punctuation and grammar clues as an aid to gaining meaning
9. recognize the main idea
10. make comparisons and contrasts based on information given in passages
11. make classifications and lists

Study Skills

The student should be able to:

12. use reference skills as applied to:
    a. parts of books
    b. reference documents
    c. practical documents
13. interpret maps and diagrams.

BASIC PROFICIENCIES IN MATH

Mathematics Computation

The student should be able to:

1. add two fractions having unlike denominators
2. multiply and divide any two decimals with no more than two decimal places
3. add and subtract decimal numbers having no more than two decimal places when given in vertical or horizontal format
4. multiply any two fractions or a fraction and a whole number
5. select equivalent fractions from a list of fractions
6. change a percentage to an equivalent decimal form or a decimal to a percentage
7. change a common fractions to a decimal form
8. add any three whole numbers up to four digits long
9. subtract any two whole numbers up to five digits long
10. multiply any two whole numbers up to three digits long
11. divide any whole number by a one or two digit whole number divisor and write a remainder (if any) as a proper fraction

Mathematics Application

The student should be able to:

12. select appropriate metric units for length, volume (capacity), and weight (mass)
13. convert from one unit of measure to another within the conventional or metric system
14. recognize horizontal, parallel, perpendicular, vertical, and diagonal lines
15. recognize a triangle, rectangle, square, parallelogram, or circle
16. compute perimeters and area of simple polygons
17. solve simple written (story) problems, the solution which will require at least one of the four fundamental operations with whole numbers
18. find the average of up to five two digit numbers
19. solve written problems, the solution to which will require addition or multiplication of fractions
20. solve a written problem involving a percent of a whole number
21. solve a simple problem involving proportional parts
22. solve a simple problem involving time
23. keep a bank record with simple deposits and withdrawals
24. compute his/her salary based on number of hours employed and salary per hour
25. determine the solutions to real world problems involving purchases totaling less than ten dollars with change from a twenty dollar bill
26. substitute given values into either a formula or equation and obtain the correct result

BASIC PROFICIENCIES IN WRITING AND SPELLING

1. The student will organize material by:
   a. choosing a position
   b. maintaining a position
   c. providing information (evidence, reasons, facts, examples, proofs, experiences)
   d. reaching a conclusion

2. The student should be able to meet the specific demands of a writing task by:
   a. using appropriate vocabulary
   b. following directions of the assignment
   c. observing the format required

3. The student will use the mechanics of written English by:
   a. punctuating appropriately (including capitalization and indentation)
   b. writing complete and correct sentences
   c. writing legibly

4. The student should be able to spell correctly. There will be twenty spelling words from dictation. The words will be chosen from the Dolch list of the 1000 most frequently used words.

APPENDIX B

Dear Parents:

In recent years there has been a move to strengthen the high school diploma to assure parents, employers, and college admissions officials that students graduating from our high schools can read, write, spell and compute at acceptable levels. In response to these concerns, the Idaho State Board of Education adopted a proficiency testing program for Idaho public schools at its February, 1977 meeting.

The _____ District will be participating in the Idaho Proficiency Testing Program this year. The test will be given to all ninth graders and will cover basic skills in reading, writing, spelling and mathematics. The test is being given to certify a student's competency in those basic skills areas and to identify any areas of weakness or deficiency that need to be strengthened prior to the student's graduation.

Students who pass all four sections of the test will be recognized by the placing of a State Board of Education Seal on their diploma. Those students who fail to obtain satisfactory scores in any of the four areas will be provided additional help to enable them to bring their scores up to a satisfactory level before graduation. Students who fail any portion of the test will have the opportunity to retake the test twice a year, until such time as the results are deemed satisfactory.

Parents will be provided the test scores for their student following the administering of the test. If you have any questions or desire further information about the Idaho Proficiency Testing Program, please contact:

_____

_____

_____

_____

Sincerely,

20

APPENDIX C

IDAHO PROFICIENCY TESTING PROGRAM

STUDENT ATTENDANCE ROSTER

TEST ADMINISTRATOR _____

STUDENT NAME	DAY NO.	RECORD DAY OF ABSENCES 1	ABSENCES 2	INVALIDATIONS 1	INVALIDATIONS 2

APPENDIX D

IDAHO PROFICIENCY TESTING PROGRAM

RECORD OF EXEMPTIONS

District No. _____ Bldg. No. _____ Date _____

DIRECTIONS: Read the guidelines for exempting students on p. 5 of the District Coordinator's Manual. Use a separate form for each school.

STUDENT NAME	REASON FOR EXEMPTION

The District Coordinator should keep a copy of this form on file.

APPENDIX E

IDAHO PROFICIENCY TESTING PROGRAM

MATERIALS CONTROL FORM

TEST ADMINISTRATOR'S NAME	Number of Copies Distributed				All materials Returned (Check)
	Adm. Manual	Test Books	Answer Sheets	Other	

APPENDIX F

C13DE6060

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
** STUDENT DATA REPORT **

RUN DATE 12/08/78 PAGE 809

DIST BLDG

NAME:

FORM 4

SUBJECT	OBJECTIVE		NO. ITEMS	ITEMS CORRECT	ACHIEVED + YES: - NO
MATHEMATICS	01	ADD FRACTIONS	3		-
	02	MULTIPLY AND DIVIDE DECIMALS	4		-
	03	ADD AND SUBTRACT DECIMALS	4		-
	04	MULTIPLY FRACTIONS	3		-
	05	EQUIVALENT FRACTIONS	3		-
	06	DECIMAL TO PERCENT EQUIVALENTS	4		-
	07	FRACTION TO DECIMAL EQUIVALENTS	3		-
	08	ADD WHOLE NUMBERS	3		-
	09	SUBTRACT WHOLE NUMBERS	3		-
	10	MULTIPLY WHOLE NUMBERS	3		-
	11	DIVIDE WHOLE NUMBERS	3		-
	12	BEST UNIT	3		-
	13	UNIT CONVERSION	3		-
	14	PARALLEL AND PERPENDICULAR	3		-
	15	FIGURES	3		-
	16	AREA AND PERIMETER	4		-
	17	WHOLE NUMBER APPLICATION	3		-
	18	AVERAGES	3		-
	19	FRACTION APPLICATION	3		-
	20	PERCENT	3		-
	21	PROPORTIONAL PARTS	3		-
	22	TIME	3		-
	23	CHECKBOOK	3		-
	24	WAGES	3		-
	25	CHANGE FROM $20.00	3		-
	26	FORMULAS	3		-
			82		SUBJECT NOT PASSED
READING	01	DIRECTIONS	5	4	+
	02	FACTS	5	4	+
	03	WORDS IN CONTEXT	3		-
	04	SEQUENCE	4	3	+
	05	CAUSE AND EFFECT	3	2	+
	06	FACT AND OPINION	3	3	+
	07	CONCLUSIONS	4	1	-
	08	PUNCTUATION CLUES AND PRONOUN ANTECEDENTS	3	2	+
	09	MAIN IDEA	5	4	+
	10	COMPARE AND CONTRAST	3	1	-
	11	CLASSIFICATION AND LISTS	3	2	+
	12	PARTS OF BOOK	4	3	+
	13	REFERENCE DOCUMENTS	4	4	+
	14	PRACTICAL DOCUMENTS	5	5	+
	15	MAPS, DIAGRAMS AND FIGURES	5	2	-
			50	40	SUBJECT NOT PASSED
SPELLING	01	SPELL CORRECTLY	21	21	+
				21	SUBJECT PASSED
WRITING	01		RATING 0 OF 4		
	02		RATING 0 OF 4		
	03		RATING 0 OF 4		
					SUBJECT NOT PASSED

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005DE607A

DIST: 275 BLDG: 501
NUMBER OF STUDENTS: 3

STATE RECAP TEST FORM 1

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
** STATE OBJECTIVE RECAP **

RUN DATE 12/12/78

SUBJECT	OBJECTIVE		NO. OF STUDENTS PASSING	% OF STUDENTS PASSING
MATHEMATICS	01	ADD FRACTIONS	1	33.3
	02	MULTIPLY AND DIVIDE DECIMALS	0	.0
	03	ADD AND SUBRACT DECIMALS	2	66.6
	04	MULTIPLY FRACTIONS	2	66.6
	05	EQUIVALENT FRACTIONS	3	100.0
	06	DECIMAL TO PERCENT EQUIVALENTS	0	.0
	07	FRACTION TO DECIMAL EQUIVALENTS	1	33.3
	08	ADD WHOLE NUMBERS	3	100.0
	09	SUBTRACT WHOLE NUMBERS	3	100.0
	10	MULTIPLY WHOLE NUMBERS	3	100.0
	11	DIVIDE WHOLE NUMBERS	2	66.6
	12	BEST UNIT	3	100.0
	13	UNIT CONVERSION	1	33.3
	14	PARALLEL AND PERPENDICULAR	1	33.3
	15	FIGURES	2	66.6
	16	AREA AND PERIMETER	0	.0
	17	WHOLE NUMBER APPLICATION	3	100.0
	18	AVERAGES	2	66.6
	19	FRACTION APPLICATION	3	100.0
	20	PERCENT	2	66.6
	21	PROPORTIONAL PARTS	1	33.3
	22	TIME	3	100.0
	23	CHECKBOOK	3	100.0
	24	WAGES	2	66.6
	25	CHANGE FROM $20.00	3	100.0
	26	FORMULAS	1	33.3
		TOTAL % OF STUDENTS PASSING MATHEMATICS	1	33.3
READING	01	DIRECTIONS	28	96.5
	02	FACTS	26	89.6
	03	WORDS IN CONTEXT	27	93.1
	04	SEQUENCE	28	96.5
	05	CAUSE AND EFFECT	29	100.0
	06	FACT AND OPINION	23	79.3
	07	CONCLUSIONS	28	96.5
	08	PUNCTUATION CLUES AND PRONOUN ANTECEDENTS	28	96.5
	09	MAIN IDEA	25	86.2
	10	COMPARE AND CONTRAST	27	93.1
	11	CALSSIFICATION AND LISTS	29	100.0
	12	PARTS OF BOOK	29	100.0
	13	REFERENCE DOCUMENTS	28	96.5
	14	PRACTICAL DOCUMENTS	27	93.1
	15	MAPS, DIAGRAMS AND FIGURES	28	96.5
		TOTAL % OF STUDENTS PASSING READING	26	89.6
SPELLING	01	SPELL CORRECTLY	26	89.6
		TOTAL % OF STUDENTS PASSING SPELLING	26	89.6
WRITING	01	WRITING	0	.0
		TOTAL % OF STUDENTS PASSING WRITING	0	.0

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SCHOOL OBJECTIVE RECAP

005DE607A

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
** STATE OBJECTIVE RECAP **

RUN DATE

DIST: 001 BLDG: 000
NUMBER OF STUDENTS: 54

STATE RECAP TEST FORM 1

SUBJECT		OBJECTIVE	NO. OF STUDENTS PASSING	% OF STUDENTS PASSING
MATHEMATICS	01	ADD FRACTIONS	44	81.4
	02	MULTIPLY AND DIVIDE DECIMALS	42	77.7
	03	ADD AND SUBTRACT DECIMALS	48	88.8
	04	MULTIPLY FRACTIONS	42	77.7
	05	EQUIVALENT FRACTIONS	48	88.8
	06	DECIMAL TO PERCENT EQUIVALENTS	34	62.9
	07	FRACTION TO DECIMAL EQUIVALENTS	37	68.5
	08	ADD WHOLE NUMBERS	52	96.2
	09	SUBTRACT WHOLE NUMBERS	54	100.0
	10	MULTIPLY WHOLE NUMBERS	50	92.5
	11	DIVIDE WHOLE NUMBERS	47	87.0
	12	BEST UNIT	48	88.8
	13	UNIT CONVERSION	41	75.9
	14	PARALLEL AND PERPENDICULAR	32	59.2
	15	FIGURES	47	87.0
	16	AREA AND PERIMETER	30	55.5
	17	WHOLE NUMBER APPLICATION	49	90.7
	18	AVERAGES	45	83.3
	19	FRACTION APPLICATION	41	75.9
	20	PERCENT	35	64.8
	21	PROPORTIONAL PARTS	24	44.4
	22	TIME	49	90.7
	23	CHECKBOOK	43	79.6
	24	WAGES	47	87.0
	25	CHANGE FROM $20.00	51	94.4
	26	FORMULAS	40	74.0
		TOTAL % OF STUDENTS PASSING MATHEMATICS	41	75.9
READING	01	DIRECTIONS	46	95.8
	02	FACTS	41	85.4
	03	WORDS IN CONTEXT	44	91.6
	04	SEQUENCE	46	95.8
	05	CAUSE AND EFFECT	47	97.9
	06	FACT AND OPINION	39	81.2
	07	CONCLUSIONS	42	87.5
	08	PUNCTUATION CLUES AND PRONOUN ANTECEDENTS	46	95.8
	09	MAIN IDEA	30	62.5
	10	COMPARE AND CONTRAST	40	83.3
	11	CLASSIFICATION AND LISTS	47	97.9
	12	PARTS OF BOOK	43	89.5
	13	REFERENCE DOCUMENTS	40	83.3
	14	PRACTICAL DOCUMENTS	44	91.6
	15	MAPS, DIAGRAMS AND FIGURES	44	91.6
		TOTAL % OF STUDENTS PASSING READING	43	89.5
SPELLING	01	SPELL CORRECTLY	41	85.4
		TOTAL % OF STUDENTS PASSING SPELLING	41	85.4
WRITING	01	WRITING	0	.0
		TOTAL % OF STUDENTS PASSING WRITING	0	.0

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005DE607A

DIST: 000 BLDG: 000
NUMBER OF STUDENTS: 222

STATE RECAP TEST FORM 1

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
** STATE OBJECTIVE RECAP **

RUN DATE 12/12/78

SUBJECT	OBJECTIVE		NO. OF STUDENTS PASSING	% OF STUDENTS PASSING
MATHEMATICS	01	ADD FRACTIONS	131	59.0
	02	MULTIPLY AND DIVIDE DECIMALS	127	57.2
	03	ADD AND SUBTRACT DECIMALS	166	74.7
	04	MULTIPLY FRACTIONS	169	76.1
	05	EQUIVALENT FRACTIONS	198	89.1
	06	DECIMAL TO PERCENT EQUIVALENTS	88	39.6
	07	FRACTION TO DECIMAL EQUIVALENTS	124	55.8
	08	ADD WHOLE NUMBERS	214	96.3
	09	SUBTRACT WHOLE NUMBERS	212	95.4
	10	MULTIPLY WHOLE NUMBERS	204	91.8
	11	DIVIDE WHOLE NUMBERS	173	77.9
	12	BEST UNIT	188	84.6
	13	UNIT CONVERSION	141	63.5
	14	PARALLEL AND PERPENDICULAR	129	58.1
	15	FIGURES	181	81.5
	16	AREA AND PERIMETER	101	45.4
	17	WHOLE NUMBER APPLICATION	185	83.3
	18	AVERAGES	157	70.7
	19	FRACTION APPLICATION	130	58.5
	20	PERCENT	150	67.5
	21	PROPORTIONAL PARTS	100	45.0
	22	TIME	193	86.9
	23	CHECKBOOK	169	76.1
	24	WAGES	171	77.0
	25	CHANGE FROM $20.00	188	84.6
	26	FORMULAS	141	63.5
		TOTAL % OF STUDENTS PASSING MATHEMATICS	125	56.3
READING	01	DIRECTIONS	205	95.7
	02	FACTS	170	79.4
	03	WORDS IN CONTEXT	192	89.7
	04	SEQUENCE	205	95.7
	05	CAUSE AND EFFECT	209	97.6
	06	FACT AND OPINION	168	78.5
	07	CONCLUSIONS	190	88.7
	08	PUNCTUATION CLUES AND PRONOUN ANTECEDENTS	204	95.3
	09	MAIN IDEA	147	68.6
	10	COMPARE AND CONTRAST	181	84.5
	11	CLASSIFICATION AND LISTS	203	94.8
	12	PARTS OF BOOK	196	91.5
	13	REFERENCE DOCUMENTS	190	88.7
	14	PRACTICAL DOCUMENTS	190	88.7
	15	MAPS, DIAGRAMS AND FIGURES	190	88.7
		TOTAL % OF STUDENTS PASSING READING	188	87.8
SPELLING	01	SPELL CORRECTLY	178	83.1
		TOTAL % OF STUDENTS PASSING SPELLING	178	83.1
WRITING	01	WRITING	0	.0
		TOTAL % OF STUDENTS PASSING WRITING	0	.0

STATE OBJECTIVE RECAP

SCHOOL REPORT
Idaho Proficiency Testing Program

School No. _____ District _____ Date _____

Pupil No.	Pupil Name	Grade Level	Reading	Math	Writing	Spelling
71932	Able, Susan	10	P	P	P	P
71933	Bumpkin, Countree	9	P	F	P	F

School % of Students passing the test	90	60	70	80
District % of students passing the test	88	62	65	75
State % of students passing the test	84	75	70	78

SCHOOL SUMMARY